Palisades SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

39 Thomas Free Dr
Kintnersville, PA 18930
(610)847-5131
Superintendent: Bridget O'Connell
Director of Special Education: Eric Gladfelter

Planning Committee

Name	Role
Andrea Farina	Administrator : Professional Education Special Education
Eric Gladfelter	Administrator : Special Education
Amy Glascott	Ed Specialist - School Psychologist : Special Education
Kirsten Godiksen	Elementary School Teacher - Special Education : Special Education
Jeffrey Opp	Middle School Teacher - Special Education : Special Education
Trisha Przyuski	Elementary School Teacher - Regular Education : Special Education
Laura Rathgeb	Ed Specialist - Other : Special Education
Diana Santoro	Parent : Special Education
Erin Tolson	High School Teacher - Special Education : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 294

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Palisades School District uses a discrepancy model to identify students who have a specific learning disability and are in need of special education services. According to this model, a determination of cognitive ability is made utilizing a standardized, nationally-normed test of intellectual ability, and the student's academic achievement in the basic curricular areas of reading, math, and writing is assessed using an appropriate nationally-normed achievement battery. If there is a statistically significant difference between the predicted level of achievement and the student's actual achievement, and the level of achievement is below the average range for that age level, the student is suspected of having a learning disability if the lack of achievement is not better explained by other factors such as medical conditions, emotional/behavioral difficulties, English as a second language, environmental or economic disadvantage, or inadequate instruction. While nationally norm-referenced measures are the principle measures used in making this determination, the evaluation team will also take into consideration additional data and information from curriculum-based measures and teacher observations.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

The percentage of students receiving special education services in the Palisades School District is comparable to that reported across the state.   Analysis of the proportion of students by disability category identified two areas of possible concern, Speech or Language Impairment and Specific Learning Disability.
Speech Language Impairment -
According to the data recorded by the state as of 12/1/2012, the percentage of district students in special education identified with a speech/language disability is higher than the state average. The

district has been working closely with the speech therapists and the local Intermediate Unit during the past several years to address this concern. Actions include:

- Each therapist has been asked to closely review the data for each student on their caseload to determine whether IEP goals have been met, thus allowing students to be properly exited from receiving services.

- Speech therapists have become more involved in the Student Support Team process and are working with the team to provide intervention strategies and monitoring of student progress to determine which students can properly have their needs addressed through the SST process, and which need to be referred on for more formal intervention, such as through an Individualized Education Program (IEP).

- Consideration is being given to using a Response to Instruction and Intervention (RTII) approach for speech when cases may need a more short-term intervention.

- The district is reviewing our reporting procedures to ensure proper reporting procedures are being followed consistently across the district.

Specific Learning Disability -
The district's percentage of students identified with a Specific Learning Disability is lower than the state's average. In that the other exceptionalities, other than Speech/Language Impairment, are reasonably close to state averages, one explanation may be that our evaluation teams are viewing students with significant language disabilities as Speech/Language Impaired rather than as demonstrating a Specific Learning Disability. There may be some validity to this hypothesis as the district's speech therapists are often involved with written language and comprehension interventions with students as the student's disability may be viewed as originating from an overall language disability.
For low incidence disabilities such as Intellectual Disability, Autism or Emotional Disturbance, the minor discrepancies between the district and state averages are most likely the result of small numbers significantly impacting changes in the percentages as Palisades is a small district with only a few students in these low incidence categories.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. Palisades School District has just one institution within its boundaries that meets Section 1306 status, the Point Pleasant Pediatric Speciality Care facility. The facility serves students with complex medical needs which typically require them to receive their education at the facility. Arrangements

have been made with the Bucks County Intermediate Unit to provide the oversight and programming for students in the facility. On occasion, a student residing at the facility who is able to access the local public schools will do so with the proper supports and services coordinated by the Palisades School District and/or the Bucks County Intermediate Unit. These students are welcomed into the school community like any other resident student and provided with all of the supports and services identified through the IEP or Section 504 process.

2. Students with 1306 status are afforded the same services and safeguards as resident students at no cost to parents or the institution where they reside. Every student is provided with a free appropriate public education (FAPE).

3. No barriers exist which interfere with the district's ability to meet it's obligation under Section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Palisades School District does not have a facility within the district serving incarcerated students. However, when a Palisades student with disabilities is incarcerated in a correctional institution, the district cooperates with the institution to provide the appropriate records to assist with the educational decisions being made through the MDE/IEP team process. All eligible students are provided with a free appropriate public education (FAPE).

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Palisades School District works cooperatively with the Bucks County Intermediate Unit, neighboring school districts and private providers to provide a continuum of services for students whose needs vary by type and level of support. Students who have been identified with a disability and demonstrate a need for

specially designed instruction are provided with an Individualized Educational Program (IEP). The IEP teams meet and document that they have considered multiple educational placement options for each student. The district provides an array of inclusive programming and practices, including (1) consultation services to the regular education teacher(s) by the district psychologists, ongoing consultative support from the IU Program and Training Specialist, school counselors and social worker; (2) individual or classroom teaching assistants for students with unique needs for all or part of the day; (3) itinerant services to the classroom by a special education teacher or teaching assistant as "push-in" support; (4) and co-teaching by regular and special education teacher teams. These efforts have resulted in more than 68% of our students who receive special education services to be included in the regular education program for 80% or more of their school day. The district will be gathering additional data and information regarding the efficacy of the co-teaching and push-in support models in an effort to further maximize student participation in the regular education program.

Special education teachers work collaboratively with regular education teachers at all levels to develop accommodations and curricular modifications for individual students. Instructional assistants may be assigned to specific students in order to facilitate their inclusion in the regular education program, and students with unique medical or personal care needs may be provided with nursing assistance and/or a personal care assistant. Furthermore, the services of the occupational therapist, physical therapist, vision therapist, hearing therapist and speech and language therapist are often integrated into a student's regular classes, when appropriate. Assistive technology is provided in various ways (i.e., sound field systems, FM systems, augmentative communication devices, laptops, iPads, etc.) to aid students in communication, instruction and classroom participation. The IEP teams rely upon school counselors, school psychologists, behavior specialists, behavior plans, restorative practices and conflict resolution procedures within the regular class setting to assist students with emotional and/or behavior needs, and routinely collect and review data to ensure the effectiveness of behavior plans. In an effort to identify school, family and community supports that may assist to increase student inclusion and success, the IEP team may work through the state's Supplemental Aids and Services (SAS) Toolkit.

Most students with disabilities at the middle and high school level participate in the regular education program and are able to self-select electives and extra-curricular activities. Many high school level students often choose to participate in the Vocational-Technical school, which serves students with and without disabilities. A learning support teacher and/or individual instructional assistant may support students requiring special accommodations and modifications in these regular education programs. As recommended by the IEP team, plans are put in place to foster the participation of students with disabilities with non-disabled peers throughout the school day, including extracurricular activities. Copies of a student's IEP Goals and Specially Designed Instruction are distributed to all teachers involved with the student at the beginning of each year/semester, or when a new IEP is written or a revision is made, ensuring that students receive appropriate accommodations and modifications across the school setting. Students with disabilities at the elementary level are typically included with their non-disabled peers for most of the school day. Decisions to limit a student's inclusion with non-disabled peers may be made by the IEP team after proper consideration of the supplementary aids and services has been reviewed. While most students are able to benefit from inclusive programming, the district provides a continuum of special education supports and services for exceptional students through an array of special education programs. Some students whose needs cannot be met through more inclusive programming or for students with low incidence disabilities (i.e. intellectual disability, autism, severe emotional disturbance, multiple disabilities, etc.) of a moderate to severe nature who may require unique instructional needs, programming may be provided through the Intermediate Unit in a program located within the Palisades School District, a neighboring school district, or at the local Vocational-Technical School. A few students receive their education in more restrictive settings such as an Approved Private School, alternative school, or an out-of-state placement (none at this time).

Professional development and supports are available through the district, IU consultants, webinars, special

speakers/consultants and PATTAN staff to address the issue of access to the regular education curriculum and topics such as co-teaching, differentiated instruction, transition planning, behavior support plans and progress monitoring.

2. Palisades School District staff receive professional development offerings through webinars, the local Intermediate Unit, PATTAN and other agencies, as well as ongoing work with the IU Program and Training Specialist, or TAC. These opportunities expand the supports/services which allow for students to increasingly access the regular education curriculum in the least restrictive environment. Small group training sessions, individual training and mentoring, etc. is provided for topics such as transition services, progress monitoring, assistive technology, behavior management, and others as the need is identified.

3. **State Performance Plan (SPP) Targets**

- **Indicator 1 and 2: Graduation and Drop Out Rates -**
Palisades consistently met Graduation SPP targets; however, the Drop Out rate has been a concern and focus of attention for the past few years. A proper statistical comparison of the district's data is not possible due to small group sizes (n=10 or less); however, the district considers any student dropping out from school to be a concern. In addition to making sure students are provided with the proper supports to meet their needs, the district has been reviewing the graduation requirements as district requirements currently require more credits for graduation than required by the state.

- **Indicator 3: Participation and Performance in Statewide Assessments -**
Palisades has met or exceeded SPP targets for participation in statewide assessments. The proficiency rate for the district's students with IEPs were last reported as 20 or more percentage points above the state averages for Reading and Math. Approximately 55-58% of students with IEPs score at a proficient or higher level on statewide assessments.

- **Indicator 4A: Discrepancy in Suspension and Expulsion Rates -**
due to small group sizes (n=10 or less) PDE does not report data

- **Indicator 4B: Discrepancy in Suspension and Expulsion Rates by Race/Ethnicity that includes Noncompliant Policies/Procedures -**
due to small group sizes (n=10 or less) PDE does not report data

- **Indicator 5: Educational Environments -**
Palisades met SPP targets for students with IEPs Inside the Regular Class 80% or More, as well as students with IEPs Inside the Regular Class Less than 40%. However, for students with IEPs placed in Other Settings (i.e., Approved Private Schools) Palisades has slightly more placed students than the SPP target of 3.3%, but less than the state average of 5.0%. Palisades considers a placement outside of the regular school environment as a last resort following consideration of the necessary supports and services that can be made available to help keep a student in their home school or the district. Most of the students placed in these settings are for a Full-time Emotional Support program. Typically, such placements follow a regimen of team meetings, functional behavioral assessments informing behavior plans, intensive support of a one-to-one teacher or instructional assistant, and much parent consultation.

- **Indicator 11: Timelines for Initial Evaluations -**
Palisades was previously cited for Initial Evaluation timeline concerns as the district was unclear that the days used for staff development at the end and beginning of the school year were figured into the 60 day

timeline. This misunderstanding has since been rectified and the district has been totally compliant with the 60 day requirement.

- **Indicator 14: Post-School Outcomes -**
Palisades has met and exceeded the SPP targets (A,B,and C) addressing post-secondary school/training enrollment and employment.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Palisades School District Board Policy #113.1 (Discipline of Students with Disabilities) and the *Behavioral Support Procedures for Special Education* provide the district with guidelines for implementation of positive behavior supports (PBS) to enhance student learning and self-esteem. The high school and middle school publish student rules and consequences in their respective student handbooks, and both buildings evidence a commitment to the use of restorative practices to build a positive school community focusing upon the resolution of conflicts. The elementary schools use a combination of restorative practices and responsive classroom techniques to build a sense of community and to empower students. School counselors and administrators implement various anti-bullying programs, such as Stand Up To Silence and No Place For Hate, at each of the individual buildings to promote positive social behaviors. And, Student Assistance Programs (SAP) are in place at all three building levels (elementary, middle, and high) to assist in the identification of students needing additional supports to overcome barriers to their learning or social interactions.
The Palisades School District provides annual training to all staff on special education topics, including behavior, each year. Specialized training pertaining to positive behavior supports, behavior management, and deescalation strategies is also provided to the special education teachers, school counselors and psychologists throughout the school year during department days and through out-of-district workshops. Special education instructional assistants are provided with opportunities to attend special education trainings, including those focusing on positive behavior support and deescalation strategies, which count toward the annual 20 hours of training required by PDE.
In order to provide support to students with more severe behaviors functional behavioral assessments are completed in an effort to identify the function of a student's behavior. The IEP or SST team then collaboratively develop positive behavior support plans which are provided to and implemented by classroom teachers and appropriate staff. A Program and Training specialist from

the local Intermediate Unit also frequently consults with staff to assist with the more challenging student behaviors.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

In most cases, students who exhibit challenging behaviors are able to receive an appropriate education in the general education classroom with the support of a functional behavioral assessment and a positive behavior support plan. These assessments and plans are implemented and monitored by the special education staff throughout the school district. In the rare circumstance when a student is not responsive to positive behavioral supports in the general education setting, students may be provided with instruction in a special education classroom where there may be fewer students, increased classroom structure, and more direct instruction to promote increased on-task behavior.

If an appropriate behavior support plan is implemented and the student continues to repeatedly exhibit the behaviors of concern to a degree that is disruptive to the student's own learning or the learning of others, alternative placements are investigated and matched to the student's needs. The implementation of a student's IEP is typically monitored through consultation with these alternative school placements by special education staff from the district. In some cases, special education teachers within the alternative school program are solely responsible for monitoring a student's IEP, and then reporting to parent and district.

On very rare occasions when an appropriate placement does not appear available, the district works through the local Intermediate Unit's Interagency Coordinator and CASSP personnel to expedite a placement. In such situations, the Intermediate Unit has taken the lead in creatively providing programming, oftentimes through adjustments to an existing program, or by providing increased supports. The district has not experienced difficulty in providing programming for any group of students, with the possible exception of students identified as needing emotional support who require a very nurturing or sheltered environment (i.e., students exhibiting severe internalizing behaviors such as depression, anxiety, school phobia, etc.). Again, for students with these needs, creative programming has been required. The recent addition of a blended program of cyber schooling and "brick and mortar" classes has increased general education options for students with these needs. One of the local mental health facilities recently was approved as a licensed private school for students with special education needs, and is now a plausible option for students with internalizing types of behavior. Also, the local Intermediate Unit reports being close to beginning a partial hospitalization program for students requiring a more long-term educational placement while working through their emotional challenges.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Palisades School District is a relatively small district with small learning communities (i.e., elementary buildings - 250 students; middle school - 450 students; high school 650 students). Within these learning communities, the academic, social and emotional needs of each student are typically well known by teachers and key staff, and addressed through both formal and informal interventions. Data review teams, Student Support Teams (SST) and Student Assistance Program (SAP) teams are able to focus additional attention and resources to promote student success and remove learning barriers. Special education teachers, school counselors and school psychologists bring to these intervention teams additional professional expertise regarding individualized intervention planning in an effort to promote student success, without the need for a more formalized intervention such as special education. However, if these pre-referral interventions are not reasonably successful, referrals are then made for formal evaluation to determine possible eligibility for special services.

The evaluation process is completed in a timely manner by skillful school psychologists, a behavior specialist, and related services staff. Staff caseloads are kept at manageable levels so that the evaluation process, interventions, and progress monitoring can effectively promote student success. Most students receiving special education services are instructed with regular education curriculum materials; however, supplemental and replacement instructional materials are available as deemed appropriate. Most students are able to receive support in the included setting, however, individualized and small group (2-5 students) instruction is also available through special education, fostering high levels of engaged learning time.

The district provides students with a continuum of services including replacement and/or supplemental instruction in a resource room setting, support and instruction in the included setting, and consultative services to staff working with the students. Students with disabilities are also able to access a special education teacher for support as part of the online learning options provided to all students. Inclusion practices across the district have benefitted children with and without disabilities as our school community seeks to celebrate the contribution that all students can make to the learning community.

Palisades provides trainings for staff and faculty in numerous ways: peer mentoring, staff development days focusing upon specific topics, workshops presented by the local Intermediate Unit or other providers, teacher study groups, etc. Providing trainings for parents has been a challenge as evening or day presentations have not been well attended. The district is currently developing a district website with links that parents can access to secure additional information and training.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Point Pleasant Pediatric Specialty Care	Nonresident	Bucks County Intermediate Unit #22	18

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Centennial School	Approved Private Schools	Emotional Support and/or Autism	6
Haycock School	Special Education Centers	IU operated LIfe Skills program for students ages 18-21	3
Pennridge Central Middle School	Neighboring School Districts	Life Skills program	1
Tohickon Valley Elementary School	Neighboring School Districts	Elementary level Multiple Disabilities Support program	1
East Hills Middle Schooil	Neighboring School Districts	Hearing Support Program	1
Upper Bucks Technical School	Neighboring School Districts	Emotional Support	2
Bux-Mont Academy	Other	Emotional Support	2
Wordsworth Academy - Fort Washington	Approved Private Schools	Emotional Support	1
Governor Nash Elementary	Neighboring School Districts	Emotional Support	1
Martin Luther School	Approved Private Schools	Emotional Support	1
Quakertown Community High School	Neighboring School Districts	Life Skills program	1
Middle Bucks Institute of Technology	Other	Life Skills Support - workshop environment	1
Pfaff Elementary	Neighboring School Districts	Autistic Support Program	1
Strayer Middle School	Neighboring School Districts	Autistic Support Program	2

Special Education Program Profile

Program Position #1

> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* January 5, 2015
>> *Reason for the proposed change:* Balancing of caseloads to stay within caseload requirements
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Durham Nockamixon Elementary	An Elementary	A building in which General	Itinerant	Speech and Language	5 to 11	22	0.5

	School Building	Education programs are operated		Support			

Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.

Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	5	0.2

Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.

Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	5	0.1

Program Position #2

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 2, 2014

Reason for the proposed change: Addition of new student to Itinerant Hearing Therapist caseload.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 10	1	0.02
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	2	0.08
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 18	3	0.08
Durham Nockamixon Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 9	1	0.02

Justification: Additional building added to serve student identified with itinerant hearing needs.

Program Position #3

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 2, 2014

Reason for the proposed change: Adjustment of caseload to meet IEP needs.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	24	0.5
Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.							
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 21	5	0.1
Justification: Adjustment of caseloads to accommodate staffing changes.							

Program Position #4

       Operator: School District

     PROGRAM DETAILS

       Type: Position

       Implementation Date: September 2, 2014

       Reason for the proposed change: Adjustment of caseload

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	20	0.5
Justification: Students receiving Speech/Language services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.							
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	31	0.5

Program Position #5

       Operator: Intermediate Unit

     PROGRAM DETAILS

       Type:

       Implementation Date:

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	6	1

Program Position #6

Operator: Intermediate Unit
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	17 to 19	5	1

Program Position #7
    Operator: Intermediate Unit
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	14 to 18	5	1

Program Position #8
    Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Durham Nockamixon Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	1

Program Position #9
    Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Durham	An	A building in	Supplemental	Learning	6 to 9	7	1

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Nockamixon Elementary	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			

Program Position #10

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	1

Program Position #11

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	1

Program Position #12

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	7	1

Program Position #13

       Operator: School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	5	1

Program Position #14
> *Operator:* School District

PROGRAM DETAILS
> *Type:* Position
> *Implementation Date:* September 2, 2014
> *Reason for the proposed change:* Adjustment of case manager assignment

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tinicum Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.5
Justification: Students receiving Learning Support services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.							

Program Position #15
> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	9	1

Program Position #16
> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	12	1

Program Position #17
      Operator: School District
      PROGRAM DETAILS
          Type:
          Implementation Date:
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	1

Program Position #18
      Operator: School District
      PROGRAM DETAILS
          Type:
          Implementation Date:
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	1

Program Position #19
      Operator: School District
      PROGRAM DETAILS
          Type:
          Implementation Date:
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	6	0.5
Palisades High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Emotional Support	14 to 19	6	0.5

		operated					

Justification: Students receiving Emotional Support services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.

Program Position #20

   Operator: School District

  PROGRAM DETAILS

   Type:

   Implementation Date:

  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	10	1

Program Position #21

   Operator: School District

  PROGRAM DETAILS

   Type:

   Implementation Date:

  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	11	1

Program Position #22

   Operator: School District

  PROGRAM DETAILS

   Type:

   Implementation Date:

  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	13	1

Justification: Students receiving Learning Support services are always kept within 3 years of their peers at the elementary level and 4 years of peers at the secondary level.

Program Position #23

   Operator: School District

  PROGRAM DETAILS

   Type: Position

Implementation Date: September 2, 2014

Reason for the proposed change: Serving student(s) in included setting with varying age levels.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	8	1
Justification: Ages of students within instructional program never exceed 4 year requirement.							

Program Position #24

    Operator: School District

    PROGRAM DETAILS

        Type: Position

        Implementation Date: September 2, 2014

        Reason for the proposed change: Additional learning support services provided to elementary school to meet IEP needs.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.5
Durham Nockamixon Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.5

Program Position #25

    Operator: School District

    PROGRAM DETAILS

        Type: Position

        Implementation Date: September 2, 2014

        Reason for the proposed change: Increased staffing at middle school to meet IEP needs.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	1

Program Position #26

    Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position
Implementation Date: September 2, 2014
Average square feet in regular classrooms: 835 sq. ft.
Square footage of this classroom: 806 sq. ft. (26 feet long x 31 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Durham Nockamixon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 9	2	1

Program Position #27

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: September 2, 2014
Average square feet in regular classrooms: 830 sq. ft.
Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Palisades Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	1

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologists	All Buildings	2
Instructional Assistants	Durham Nockamixon Elementary School	6
Instructional Assistants	Springfield Elementary School	4
Instructional Assistants	Tinicum Elementary School	4
Instructional Assistants	Palisades Middle School	9
Instructional Assistants	Palisades High School	2.5
Director of Pupil Services	All Buildings	1
School Counselor	Durham Nockamixon Elementary School	0.5
School Counselor	Springfield Elementary School	0.5
School Counselor	Tinicum Elementary School	0.5
School Counselor	Palisades Middle School	1
School Counselor	Palisades High School	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Bayada Nursing	Outside Contractor	15 Hours
Bethlehem Pediatric Services - Private OT/PT Therapy	Outside Contractor	2.5 Hours
Physical Therapy	Intermediate Unit	2 Days
Occupational Therapy	Intermediate Unit	5 Days
Transition Services	Intermediate Unit	8 Hours
Program and Training Specialist	Intermediate Unit	3 Days
School Social Worker	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Professional staff, instructional assistants, and administrators will receive information and/or training to promote the successful integration of students on the autism spectrum and other disabilities into the school environment.
Person Responsible	Director of Pupil Services
Start Date	8/15/2015
End Date	6/15/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20
Provider	Bucks County IU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	School personnel will increase their knowledge of the needs and effective strategies to use for students with autism and other disabilities.
Research & Best Practices Base	Research and best practices will be used to provide effective strategies.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Additional online information resources will be provided
Evaluation Methods	Participant survey

Behavior Support

Description	Each school will develop a plan to increase the use of positive behavior supports to meet the needs of students with special needs, as well as the general school population. Special education and regular education teachers will be provided with staff development addressing the use of positive behavioral supports across school settings. This may include, an improved understanding of the use of functional behavioral assessments, behavior plans, and general classroom management strategies.
Person Responsible	Building Principals and/or Program and Training Specialist
Start Date	7/1/2015
End Date	6/15/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	150
Provider	Bucks County Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	All professional staff will increase their knowledge of effective positive strategies to promote appropriate school-wide behavior for students.
Research & Best Practices Base	Research and best practices will be used to create staff development plans.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	School Whole Group Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Participant survey

Paraprofessional

Description	All special education paraprofessionals will be provided with 20+ hours of training per year relevant to their role.
Person Responsible	Director of Pupil Services
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	21
# of Participants Per Session	25
Provider	Bucks County Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Instructional assistants will gain knowledge in areas of inclusion strategies, positive behavior support, CPR/First Aid training, understanding IEP goals and data collection, etc.
Research & Best Practices Base	Research and best practices will be used to guide trainings
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Online-Asynchronous Professional Learning Communities
Participant Roles	Classroom teachers Paraprofessional Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting
Evaluation Methods	Participant survey

Reading NCLB #1

Description	Special education and regular education staff will receive staff development to promote instructional practices in areas of academic need based upon ongoing review of data pertaining to students from subgroups.
Person Responsible	Building Principals
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3

# of Participants Per Session	150
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Teachers will gain insight and teaching strategies to improve student acquisition of basic academic skills.
Research & Best Practices Base	Research and best practices will be reviewed in determining effective strategies.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

Transition

Description	1. All secondary special education teachers will complete an Indicator 13 refresher training and complete IEPs in compliance with state regulations. 2. High school parents of students with disabilities will be provided with transition planning information and an opportunity participate in a question and answer session.
Person Responsible	Director of Pupil Services / Transition Coordinator
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	12
Provider	Bucks County Intermediate Unit
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	1. Special education teachers will have increased their knowledge of effective transition planning. 2. Parents of students with disabilities will increase their knowledge of transition servcies available for students.
Research & Best Practices Base	Research and best practices will be used to provide effective strategies.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer review of IEP transition plans
Evaluation Methods	Participant survey

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer